

MASSACHUSETTS
Workforce Investment Act
STEERING COMMITTEE

WIA Communication No. 00-23☒ **Policy** ☐ **Information**

To: Chief Elected Officials
Regional Employment Board Chairs
Regional Employment Board Directors
Service Delivery Area Directors or Designee
Career Center Directors
DET Regional Directors
DET Area Directors
(Distributions attached)

cc: WIA State Partners (Distributions attached)

From: Department of Labor and Workforce Development

Date: June 7, 2000

Subject: Title I Core Performance Measures

Purpose: To provide guidance and instruction to the local Workforce Investment Boards and Chief Elected Officials on the Title I core and customer satisfaction performance measures and on the process of negotiating and establishing local levels of expected performance.

Background: Section 136 of the Workforce Investment Act specifies the core indicators of performance for Title I workforce investment activities in the adult, dislocated worker and youth programs. Fifteen core measures apply to the adult, dislocated worker and youth programs, and two measures of customer satisfaction apply across these three funding streams for a total of 17 required measures. The Commonwealth has not established any additional state-defined measures beyond these 17 indicators.

The Commonwealth has established statewide expected levels of performance for each of the 17 performance measures. While the Performance Management Subcommittee of the WIA Steering Committee proposed initial recommendations for the 17 measures, the USDOL issuance on March 3, 2000 (TEGL 8-99) included projected national levels which were higher than some of the

Subcommittee's recommendations. In consideration of this guidance from USDOL, the Commonwealth set levels for each measure that were the higher of either the Subcommittee's recommendations or the USDOL national averages. These levels were included in the Commonwealth's Unified Plan submission to the US Department of Labor and may be subject to modification based on future negotiations with USDOL. This policy will be amended if there are revisions in any of the statewide levels.

The Act requires that local boards propose local levels of expected performance in the Five Year Local Plan. Local boards may negotiate with the Commonwealth on adjustments to the statewide levels based on local differences in economic conditions, participant characteristics, design of services and other factors.

Policy: Local boards must propose, in the Five-Year Local Plan, their expected levels of performance for the 17 core indicators in compliance with the guidance provided herein. This guidance includes information on the definitions of the core measures and related terminology, as well as baseline data and procedures for the negotiation of local adjustment to the expected levels of performance.

Attachment A – Statewide Levels for WIA Title I Core Performance Measures
Attachment B – Definitions of WIA Title I Core Performance Measures
Attachment C - Baseline Adjustments for Expected Levels of Performance
Attachment D - Negotiation of Expected Levels of Performance
Attachment E – Customer Satisfaction Measures
Attachment F - Definitions of Key Terms

Action

Required: Local Boards must use this policy to implement WIA Title I core performance measures. Local Boards must use this guidance in the development and negotiation of locally adjusted levels of performance. Proposed local levels of performance, with accompanying narrative, must be included in the Title I Memorandum of Understanding of the Five Year Local Plan.

Effective: Immediately.

References: Workforce Investment Act of 1998, Section 136
WIA Interim Final Rule, 20 CFR Part 666
USDOL TEGL 7-99, Core Performance Measures
USDOL TEGL 8-99, Negotiating Performance Goals; Incentives and Sanctions
(TEGLs available at: <http://www.ttrc.doleta.gov/directives>)

Inquiries: Any questions should be directed to Gene White (ext. 1391) at (617) 727-8158.

Filing: Please file this in your notebook of previously issued WIA Communication Series Issuances as 00-23.

Attachment A – Statewide Levels for the WIA Title I Core Performance Measures

CORE PERFORMANCE MEASURES	STATE LEVELS
ADULT (18+) MEASURES	
1. Entered Employment Rate	71%
2. Employment Retention Rate at Six Months	80%
3. Earnings Gain at Six Months	\$3,700
4. Credential and Employment Rate	60%
DISLOCATED WORKER MEASURES	
5. Entered Employment Rate	77%
6. Employment Retention Rate at Six Months	87%
7. Earnings Replacement Rate at Six Months	92%
8. Credential and Employment Rate	60%
OLDER YOUTH (19-21) MEASURES	
9. Entered Employment Rate	63%
10. Employment Retention Rate at Six Months	77%
11. Earnings Gain at Six Months	\$3,150
12. Credential Rate	50%
YOUNGER YOUTH (14-18) MEASURES	
13. Skill Attainment Rate	72%
14. Diploma (or Equivalent) Attainment Rate	55%
15. Employment or Education Retention Rate	54%
CUSTOMER SATISFACTION MEASURES	
16. Participant ACSI Score	70
17. Employer ACSI Score	70

Attachment B – Definitions of WIA Title I Core Performance Measures

Adult (18+) Measures

1. Entered Employment Rate

Number of adults who are employed in the first quarter (1st Qtr.) after program exit (base Qtr.)

Number of adults who exited during the base quarter

* Note: Exclude from numerator and denominator any adults who were employed at registration. Also, for all adult measures, exclude any adults who exited from services for medical/health reasons or because they were incarcerated, institutionalized, or deceased.

2. Employment Retention Rate at Six Months

Of those employed in 1st Qtr. after exit, number of adults who are employed in 3rd Qtr. after exit

Number of adults employed in 1st Qtr. after exit

* Note: Include all adults employed in first quarter after exit, including those employed at registration. Employment in the first and third quarters following exit does not have to be with the same employer.

3. Earnings Gain at Six Months

For those employed in 1st Qtr. after exit, Total Post-Program Earnings – Total Pre-Program Earnings

Number of adults employed in 1st Qtr after exit

* Note: Include all adults employed in 1st quarter after exit, including those employed at registration. Post-Program Earnings equals the total earnings in the 2nd Qtr. and 3rd Qtr. after exit. Pre-Program Earnings equals the total earnings in the Qtrs. 2 and 3 prior to registration.

4. Credential and Employment Rate

Of those who received training, number employed in the 1st Qtr. after exit that received a credential

Number of adults who received training services and exited during base quarter

* Note: Include all adults who received training services, including those employed at registration. Credentials can be obtained prior to exit or through the end of the third quarter after exit. Credentials include, but are not limited to, high school diploma, GED or other recognized equivalents, post-secondary degrees and certificates, state and locally recognized skill standards, and licensure or industry-recognized certificates. WIBs are also encouraged to recognize the successful completion of training services that are designed to equip individuals to enter, re-enter, or retain employment.

Dislocated Worker Measures

5. Entered Employment Rate

Number of dislocated workers who are employed in the first quarter (1st Qtr.) after program exit

Number of dislocated workers who exited during the base quarter

* Note: Include all dislocated workers who exited, including any who were employed at registration. For all dislocated worker measures, exclude any individuals who exited from services for medical/health reasons or because they were incarcerated, institutionalized, or deceased.

6. Employment Retention Rate at Six Months

Of those employed in 1st Qtr. after exit, number who are employed in 3rd Qtr. after exit

Number of dislocated workers employed in 1st Qtr. after exit

* Note: Include all dislocated workers who were employed in the 1st quarter after exit. Employment in the first and third quarters following exit does not have to be with the same employer.

7. Earnings Replacement Rate in Six Months

For all dislocated workers employed in 1st Qtr. after exit, Total Post-Program Earnings

Total Pre-Dislocation Earnings for those employed in 1st Qtr after exit

* Note: Post-Program Earnings equals the total earnings in the 2nd Qtr. and 3rd Qtr. after exit. Pre-Dislocation (Pre-Program) Earnings equals the total earnings in the Qtrs. 2 and 3 prior to the quarter that includes the last day of employment at the dislocation job. If there is no date of dislocation, then the registration quarter will be used instead. (The calculation for this indicator will be done on an aggregate basis; unlike the JTPA wage retention measure, it is not the average of the replacement percentages calculated for each individual.)

8. Credential and Employment Rate

Of those who received training, number employed in the 1st Qtr. after exit that received a credential

Number of dislocated workers who received training services and exited during base quarter

* Note: Credentials can be obtained prior to exit or through the end of the third quarter after exit. Credentials include, but are not limited to, high school diploma, GED or other recognized equivalents, post-secondary degrees and certificates, state and locally recognized skill standards, and licensure or industry-recognized certificates. WIBs are also encouraged to recognize the successful completion of training services that are designed to equip individuals to enter, re-enter, or retain employment.

Older Youth (19-21 years old) Measures

9. Entered Employment Rate

Number of older youth who are employed in the first quarter (1st Qtr.) after program exit

Number of older youth who exited during the base quarter

* Note: Exclude from numerator and denominator any youth who were employed at registration. Exclude from the denominator any youth who are not employed in the first quarter after exit but who are enrolled in post-secondary education or advanced training in the first quarter after exit. For all older youth measures, exclude any youth who exited from services for medical/health reasons or because they were incarcerated, institutionalized, or deceased.

10. Employment Retention Rate at Six Months

Of those employed in 1st Qtr. after exit, number of youth who are employed in 3rd Qtr. after exit

Number of older youth employed in 1st Qtr. after exit

* Note: Include all youth employed in 1st quarter after exit, including those employed at registration. Employment in the first and third quarters following exit does not have to be with the same employer. Exclude from denominator youth who are not employed in the 3rd quarter after exit but who are enrolled in post-secondary education or advanced training in the third quarter after exit.

11. Earnings Gain at Six Months

For those employed in 1st Qtr. after exit, Total Post-Program Earnings – Total Pre-Program Earnings

Number of youth employed in 1st Qtr after exit

* Note: Include all youth employed in 1st quarter after exit, including those employed at registration. Exclude from denominator youth who are not employed in the third quarter after exit but are enrolled in post-secondary education or advanced training in the third quarter after exit. Post-Program Earnings equals the total earnings in the 2nd Qtr. and 3rd Qtr. after exit. Pre-Program Earnings equals the total earnings in the Qtrs. 2 and 3 prior to registration.

12. Credential Rate

Number employed or in post-secondary education/training in the 1st Qtr. after exit receiving credential

Number of older youth who exited from services during base quarter

* Note: Include all youth employed in first quarter after exit, including those employed at registration, plus all youth in post-secondary education or advanced training. Credentials can be obtained prior to exit or through the end of the third quarter after exit. Credentials include, but are not limited to, high school diploma, GED or other recognized equivalents, post-secondary degrees and certificates, state and locally recognized skill standards, and licensure or industry-recognized certificates. WIBs are also encouraged to recognize the successful completion of training services and other youth activities.

Younger Youth (14-18 years old) Measures

13. Skill Attainment Rate

Total number of goals attained for basic skills, work readiness skills, and occupational skills goals

Total number of basic skills, work readiness skills, and occupational skills goals set for year

* Note: All younger youth measured in this rate must have a minimum of one skills goal set per year and may have a maximum of three goals per year. All in-school youth must have at least one skills goal set and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills must set skills goals. Goal attainment dates must be for no later than one year. Within this framework, ongoing assessment activities may result in some modification of skill goals and target dates. (The skill goal or target date, however, can only be extended beyond one year if the participant has a planned gap of service where they are placed in hold status in which the participant is not receiving any services but plans to return to the program. The clock begins again once the participant resumes active status.) Any youth that is deficient in basic literacy skills must set, at a minimum, one basic skills goal. Youth may have any combination of the three types of skill goals, up to the maximum of three goals per year. For example, one skills goal set in each category or three skill goals set in the same category. (This is the only core measure not based on exiters; goals attained, as well as scheduled goals not attained within the year, will be counted on an ongoing basis.)

14. Diploma (or Equivalent) Attainment Rate

Number who attained secondary school diploma or equivalent by the end of the first quarter after exit

Total number of younger youth who exited during the base quarter

* Note: Include all younger youth who were without a diploma or equivalent at registration.
Exclude any such youth who exits WIA while still enrolled in secondary education.

15. Employment or Education Retention Rate

Number in employment, post-secondary education or advanced training in the third quarter after exit

Total number of younger youth who exited during the base quarter

* Note: Exclude any younger youth who exited WIA while still enrolled in secondary education. The youth is counted as retained if they are in employment, military, qualified apprenticeship, post-secondary education, and/or advanced training in the third quarter after exit. The youth does not have to remain in the same activity for the entire retention follow-up period, as long as the youth is in one of the activities during the 3rd quarter after exit.

Customer Satisfaction Measures

16. Participant ASCI Score

Aggregate sum of all respondents' overall index scores from ratings on three ACSI survey questions

Total number of participant exiters in random sample who responded within 60 days of exit

- * Note: All individual exiters from all Title I funding streams are eligible for inclusion in the random sample. The American Customer Satisfaction Index (ACSI) is the most widely used index currently in practice. The U.S. Department of Labor has established a license agreement with the University of Michigan that will allow States the use of the ACSI for a Statewide sample of participants and employers. The index is created by combining scores from three specific questions that address different dimensions of customers' experience and transforming the scores on a 0-100 scale. This aggregate index score is not comparable to other customer satisfaction measures that are expressed in terms of percent of satisfied customers, etc. See Attachment E for more information.

17. Employer ASCI Score

Aggregate sum of all respondents' overall index scores from ratings on three ACSI survey questions

Total number of employers in random sample who responded within 60 days of service completion

- * Note: Those eligible for surveying include employers who have received a substantial service involving personal contact with One-Stop Career Center staff. Examples include staff facilitated job orders, customized labor market information requests, customized job training and On-the-Job training activities. Excludes employers who use only electronic self-services, request general information, or are part of standard mass mailings. The same three ACSI questions are used for employers.

Attachment C. Baseline Adjustments for Expected Levels of Performance

The following charts provide data for some potential local adjustments to the statewide levels of performance on the core measures. Based on historical performance on similar measures under the Job Training Partnership Act, these charts include adjustments to be associated with specific levels of service to hard-to-serve participant target groups or with certain economic conditions. Proposed adjustments to local performance levels that are based on these data should be described in the local plan (Title I MOU) but do not require additional justification. (See Attachment D for the process of negotiating local adjustments in addition to, or in place of, these baseline adjustments.)

At the end of each program year, CBWL, as the Title I administrator, will compare the actual reported service levels with the proposed service levels for any participant characteristics that are the basis for performance adjustments. If there is a significant variance between planned and actual for such a factor, then CBWL may request the local area to re-negotiate the performance levels. Local areas may also request additional negotiations during the program year in the event of significant changes in service patterns or economic conditions.

The following charts are based on FY'99 reports on JTPA performance and service levels. The baseline factors were selected if there was a demonstrated performance impact (e.g., the entered employment rate for dropouts was lower than the overall adult rate) and if there will be MIS data available in FY'01 for the factor (e.g., offender status was excluded from consideration for adult measures since this is an optional reporting element for adult Title I participants.) The ranges were established by reviewing the variation by local area as compared to the statewide average for each factor, i.e., by calculating the standard deviation for each factor. Thus, the ranges reflect the estimated impact of serving specific target groups, or having economic factors, at a level that is one or two standard deviations higher than the statewide averages in FY'99. In a few cases, adjustments were made to account for anticipated changes in service patterns due to eligibility or program design changes under WIA. The performance measures may be adjusted downward by the amount indicated, based on planned or estimated service levels for FY'01 for the various factors. The total adjustment for any measure is the sum of the adjustments for each individual factor. For example, a local area planning to enroll in the adult program 35% dropouts and 50% welfare recipients may adjust the adult entered employment rate down by 3 points (-2 plus -1).

Baseline Adjustments for Adult Entered Employment, Retention, and Credential Rates						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Dropouts	Up to 24%	None	24% - 32%	- 1	Over 32%	- 2
Limited English	Up to 15%	None	15% - 26%	- 1	Over 26%	- 2
Disabled	Up to 13%	None	13% - 19%	- 1	Over 19%	- 2
Welfare	Up to 35%	None	35% - 55%	- 1	Over 55%	- 2
Unempl. Rate	Up to 3.8%	None	3.8% - 4.7%	- 1	Over 4.7%	- 2

Baseline Adjustments for Adult Earnings Gain						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Dropouts	Up to 24%	None	24% - 32%	- 50	Over 32%	- 100
Limited English	Up to 15%	None	15% - 26%	- 50	Over 26%	- 100
Disabled	Up to 13%	None	13% - 19%	None	Over 19%	None
Welfare	Up to 35%	None	35% - 55%	- 50	Over 55%	- 100
Area Wage	Over 35,000	None	29 - 35,000	- 200	27 - 29,000	- 400

Baseline Adjustments for Dislocated Worker Entered Employment, Retention, and Credential Rates						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Dropouts	Up to 15%	None	15% - 20%	- 1	Over 20%	- 2
Limited English	Up to 10%	None	10% - 16%	- 1	Over 16%	- 2
Disabled	Up to 7%	None	7% - 11%	- 1	Over 11%	- 2
Age 55 or Older	Up to 15%	None	15% - 20%	- 1	Over 20%	- 2
Unempl. Rate	Up to 3.8%	None	3.8% - 4.7%	- 1	Over 4.7%	- 2

Baseline Adjustments for Dislocated Worker Earnings Replacement Rate						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Dropouts	Up to 15%	None	15% - 20%	- 1	Over 20%	- 2
Limited English	Up to 10%	None	10% - 16%	- 1	Over 16%	- 2
Disabled	Up to 7%	None	7% - 11%	None	Over 11%	None
Age 55 or Older	Up to 15%	None	15% - 20%	- 1	Over 20%	- 2
Area Wage	Over 35,000	None	29 - 35,000	- 2	Under 29,000	- 4

Baseline Adjustments for Older Youth Entered Employment, Retention, and Credential Rates						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Dropouts	Up to 50%	None	50% - 65%	- 2	Over 65%	- 4
Offenders	Up to 10%	None	10% - 15%	- 1	Over 15%	- 2
Disabled	Up to 15%	None	15% - 30%	- 1	Over 30%	- 2
Lack Basic Skills	Up to 60%	None	60% - 70%	- 1	Over 70%	- 2
Unempl. Rate	Up to 3.8%	None	3.8% - 4.7%	- 1	Over 4.7%	- 2

Baseline Adjustments for Older Youth Earnings Gain						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Dropouts	Up to 50%	None	50% - 65%	- 100	Over 65%	- 200
Offenders	Up to 10%	None	10% - 15%	- 25	Over 15%	- 50
Disabled	Up to 15%	None	15% - 30%	- 50	Over 30%	- 100
Lack Basic Skills	Up to 60%	None	60% - 70%	- 25	Over 70%	- 50
Area Wage	Over 35,000	None	29 - 35,000	- 200	Under 29,000	- 400

Baseline Adjustments for Younger Youth Skill Attainment, Diploma, and Retention Rates						
Factor	Service Level Range	Adjustment	Service Level Range	Adjustment	Service Level Range	Adjustment
Welfare	Up to 20%	None	20% - 30%	- 2	Over 30%	- 4
Offenders	Up to 7%	None	7% - 12%	- 1	Over 12%	- 2
Limited English	Up to 8%	None	8% - 15%	- 1	Over 15%	- 2
Lack Basic Skills	Up to 60%	None	60% - 70%	- 1	Over 70%	- 2
Unempl. Rate	Up to 3.8%	None	3.8% - 4.7%	- 1	Over 4.7%	- 2

BASELINE ECONOMIC FACTORS FOR PERFORMANCE MEASURES ADJUSTMENT		
Workforce Investment Area	FY'99 Unemployment Rate	CY'98 Average Area Wage
Boston	3.1%	\$47,869
Metro North	2.4%	\$40,132
South Coastal	2.7%	\$33,362*
North Central	3.5%	\$30,148*
Southern Worcester	3.1%	\$33,452*
Metro South/West	2.0%	\$43,970
Lower Merrimack Valley	4.3%*	\$35,551
Northern Middlesex	3.2%	\$40,821
Southern Essex	3.0%	\$31,663*
Brockton Area	3.3%	\$31,543*
Bristol County	3.9%*	\$28,565**
Greater New Bedford	5.6%**	\$27,361**
Cape Cod and Islands	4.1%*	\$27,069**
Berkshire County	3.6%	\$28,842**
Hampden County	3.9%*	\$28,812**
Franklin/Hampshire	2.7%	\$27,372**
State Totals	3.1%	\$37,787

NOTE: * In first adjustment range.
 ** In second adjustment range.

Attachment D. Negotiation of Expected Levels of Performance

CBWL will review the information contained in the local plan (Title I MOU) and will compare the proposed performance levels with the statewide averages and with available baseline information. The negotiation process will take into account various factors with potential impact on expected levels of performance, including local differences in economic conditions, the characteristics of participants, and the services to be provided.

A review of the proposed local adjustments (if any) for each performance level, and the adequacy of any information local WIBs offer to substantiate each performance level, will be the core of the negotiation process. For any factors that are in addition to the baseline adjustments in Attachment C, CBWL will analyze the quality of the data presented by the WIB, including the relevance of the data, the source of the data, the time period from which the data were drawn, and if the data is part of a trend or anomalous. If, after its analysis, CBWL determines that the local WIB could increase their expected performance levels to support Statewide continuous improvement and customer satisfaction strategies, CBWL will negotiate with the local WIB to obtain mutually agreed upon expected levels of performance. CBWL will complete its analysis and negotiations, if needed, with final approval of the local performance measures to be provided as part of the plan review and approval process.

Examples of possible factors to consider in negotiating expected levels of performance are listed below. The list has been taken from USDOL's TEGL 8-99, and includes some factors already included as potential baseline adjustments in Attachment C. This list of factors is not intended to be prescriptive or exhaustive, but to suggest the kinds of information that might be considered in the negotiation process.

Differences in Economic Conditions

- Average annual wages
- Unemployment rate
- Rate of job creation/loss
- New business start-ups

Characteristics of Participants

- Indicator of welfare dependency
- Indicator of educational level
- Indicator of poor work history
- Indicator of basic skills deficiency
- Indicator of disability
- Indicator of age
- Other "hardest-to-serve" indicators

Services to be Provided

- Percentage of WIA Title I funds to be spent on each category of service (core, intensive, training)
- Extent of follow-up services planned
- Extent of experimental/pilot programs
- Extent of non-Title I training money available

Other Factors That May Be Considered

- Community factors such as the availability of transportation and daycare
- Policy-objective factors such as evidence of the application of Malcomb Baldrige criteria
- Pursuit of new or enhanced partnerships

Attachment E – Customer Satisfaction

To ensure uniform procedures that are in compliance with Department of Labor policy, it is the intention of the Commonwealth to identify resources to conduct customer satisfaction surveys through a centralized statewide contract with a survey research organization on behalf of the local areas. The following description of the Title I customer satisfaction measures is taken from USDOL TEGL 7-99, Core Performance Measures.

Overview of Measurement Approach

To meet the customer satisfaction measurement requirements of WIA, the Department of Labor will require the use of customer satisfaction surveys. The survey approach that will be utilized captures common customer satisfaction information that can be aggregated and compared at a State and national level. This will be done through the use of a set of required questions that will form a customer satisfaction index. DOL will use the American Customer Satisfaction Index (ACSI), which is created by combining scores from three questions that address different dimensions of customers' experience. For WIA, there will be one score for each of the two customer groups: participants and employers.

The ACSI is the most widely used index currently in practice. It is used extensively in the business community and in many European countries. Twenty-nine agencies of the Federal government are using the ACSI. In addition, it has been used twice in the past four years to assess customer satisfaction for ETA's Quality Initiative, the Enterprise. The ACSI will allow the workforce investment system to not only look at performance within the system, but also be able to gain perspective on the workforce system's performance by benchmarking against organizations and industries outside of the system. The ACSI also has a history of being useful in tracking change in customer satisfaction over time, making it an ideal way to gauge States' progress "toward continuously improving in performance."

Since the ACSI trademark is proprietary property of the University of Michigan and its software is owned by Claes Fornell International (CFI) Group, the Department of Labor has established a license agreement with the University of Michigan that will allow States the use of the ACSI for a Statewide sample of participants and employers.

Participant Customer Satisfaction Measure

Participant Satisfaction (measure 16) will be determined by the weighted average of participant ratings on each of the three questions regarding overall satisfaction, reported on a 0-100 point scale. The score is a weighted average, not a percentage.

1. Who Will Be Surveyed? WIA Title I participants who are exiters as defined in the core measures, who are either Adults, Dislocated Workers, Youth 19-21, or Youth 14-18 will be surveyed. All individuals from all funding streams in an exit cohort are eligible to be chosen for inclusion in the random sample.
2. How Many? A sample will be taken from these exiter groups in each quarter. USDOL requires that a minimum of five hundred completed participant surveys be obtained each year for the statewide calculation of the indicator. In addition, to ensure the valid calculation of the indicator for each local area, the state will supplement this minimum with an appropriate number of completions based on a statistically significant sample for each area. A completed participant survey is defined as a survey in which all three questions regarding overall satisfaction have been answered. The response rate must be a minimum of 50 percent of the survey sample.

3. How (methodology)? The responses are obtained using a uniform telephone methodology. The rationale for only using telephone surveys include: the comparability of the indicator for assessing performance levels is most reliably obtained with a telephone survey; telephone surveys are easily and reliably administered; and defining procedures for mailed surveys is more difficult than defining procedures for telephone surveys.
4. When to Conduct Surveys? The surveys will be conducted on a rolling basis within the time frame for participants and employers indicated below. Participants will be contacted within 60 days of the exit date or the date that an exit date has been determined. This means either 60 days after the date of an exit or 60 days after the 90 days have elapsed since the last service date.

5. What are the Questions?

A survey conducted by telephone in which the following questions are asked at the beginning of the interview (the introductory questions can be modified to meet the needs of states and local areas):

My name is _____ with XXXXX and I am conducting a survey for the XXXX XXXXX One-Stop Career Center. I would like to speak to Ms./Mr. _____.
Are you the Ms./Mr. _____ who was looking for a job (or training or services) a few months ago?

I would like to ask you some questions about your recent experience looking for a job. Our purpose is to learn from you how to improve programs and services offered to people in XXX. The survey should take about 5-10 minutes to complete. First I am going to read a list of services you may have received. Indicate as I read them those you recall receiving during the period in which you were seeking employment and/or training at the XX center.

- A thorough assessment of your needs
 - Assistance about finding a job
 - Assistance to develop an individual employment plan
 - Assistance to decide about the best training to take
 - Assistance from someone to support you during your job search or training
-
- Did you receive any training?
 - Occupational training
 - Training to give you general skills for the workplace
 - Training in English or math
 - Did you get any other help or services that I have not mentioned? (specify)
- 1). Utilizing a scale of 1 to 10 where "1" means "Very Dissatisfied" and "10" means "Very Satisfied", what is your overall satisfaction with the services provided from _____ center?
- 2). Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."
- 3). Now think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services? "1" now means "Not very close to the Ideal" and "10" means "Very Close to the Ideal."

Employer Customer Satisfaction Measure

Employer Satisfaction (measure 17) will be determined by the weighted average of employer ratings on each of the three questions regarding overall satisfaction, reported on a 0-100 point scale. The score is a weighted average, not a percentage.

1. Who Will Be Surveyed? Those eligible for surveying include employers who have received service where the service has been completed or, if it is an ongoing service, when a full segment of service has been provided (e.g., after listing an open job order, the employer has received some referrals or if no service, 30 days have elapsed after the initial request). All employers who have received a substantial service involving personal contact with One-Stop staff are eligible to be chosen for inclusion in the random sample. (This excludes those employers who request a standard mailing, those who ask a question that is answered with little expenditure of staff time, those who post their own disclosed job orders with little or no staff facilitation, or who use other electronic self-services). Examples of services include staff facilitated job orders, customized job training, customized labor market information requests, and on-the-job training activities. When an employer has received multiple services, priority should be given to the service that required the greatest expenditure of funds or staff time and the survey conducted regarding their satisfaction with that service.
2. How Many (number obtained)? A sample will be taken from these employers in each quarter. Five hundred completed employer surveys must be obtained each year for calculation of the statewide indicator. As with the participant surveys, this minimum will be supplemented to ensure a valid sample for each of the 16 workforce areas. A completed employer survey is defined as a survey in which all three questions regarding overall satisfaction have been answered. The response rate from the sample with valid contact information must be a minimum of 50 percent.
3. How (methodology)? As with the participant survey, the responses are obtained using a uniform telephone methodology.
4. When to Conduct Surveys? The surveys will be conducted on a rolling basis within the time frame indicated. Employers will be contacted within 60 days of the completion of the service or 30-60 days after a job order has been listed where no referrals have been made.
5. What are the Questions?

A survey will be conducted by telephone in which the following questions are asked at the beginning of the telephone interview (the first question is a sample and can be modified to suit the needs of individual states):

My name is _____ with XXXXX and I am conducting a survey for the XXXX XXXXX career center. I would like to speak to Ms./Mr. _____.

Are you the Ms./Mr. _____ who (describe the service received).

I would like to ask you some questions about your recent experience with _____. Our purpose is to learn from you how to improve programs and services offered to employers. The survey should take about 5-10 minutes to complete.

- 1). Utilizing a scale of 1 to 10 where "1" means "Very Dissatisfied" and "10" means "Very Satisfied", what is your overall satisfaction with the service(s) provided from _____?
- 2). Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."
- 3). Now think of the ideal service(s) for people in your circumstances. How well do you think the service(s) you received compare with the ideal service(s)? "1" now means "Not Very Close to Ideal" and "10" now means "Very Close to the Ideal."

The Calculation of the Index

The calculation for the American Customer Satisfaction Indicator (ACSI) is accomplished by calculating the weighted average of the raw scores for each of the customer satisfaction questions given by each respondent. The weighted average score is then transformed to an index reported on a 0-100 scale. The aggregate index score is simply the weighted average of each case's index score.

Notes: For the calculation of the statewide measures, the CFI Group will provide the actual weights given for (W1), (W2), and (W3) below. For within-state purposes, the calculation of the measures for local areas will equally weight each question. In calculating respondent level index scores, round to two decimal points. When calculating the average index score, round to the nearest whole number. For any case, the general formula for calculating the index score is given as:

$$\text{Index Score} = \{[(Q1)(W1) + (Q2)(W2) + (Q3)(W3)] - 1\} \times 11.111$$

where: Q1 = raw score on question #1
Q2 = raw score on question #2
Q3 = raw score for question #3
W1 = weight for question #1
W2 = weight for question #2
W3 = weight for question #3

Example:

If the respondent answers were 5, 8, and 9 respectively for each of the three customer satisfaction questions, and each of the three questions were equally weighted respectively, the calculation for the respondent's index score would be as follows:

$$\{[(5)(.333) + (8)(.333) + (9)(.333)] - 1\} \times 11.111 = \{[7.33] - 1\} \times 11.111 = 70.33$$

If two more respondents whose score on the three questions were 6, 10, and 6 and 9, 6, and 7 respectively, using the same weights listed above, those two respondent's index scores would be: 73.29 and 72.26. To calculate the aggregate index score, simply average the individual respondent's index scores and round to the nearest whole number as follows:

$$70.33 + 73.29 + 72.26 / 3 = 72$$

Attachment F - Definitions of Key Terms

Advanced Training - An occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop system (WIA and partners), i.e., training following exit.

Basic Literacy Skills Deficient - The individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level (8.9 or lower) or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Basic Skills Goal - Measurable increase in basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Concurrent Enrollment – If a participant is served by more than one Title I funding stream, the participant will be counted in each funding stream's set of measures. (For example, a participant served by youth funds and adult funds will be counted in the youth and adult measures.)

Core Services – Initial self-service, informational and staff-assisted job search assistance services for adult and dislocated workers. See also Self-Service Core Services and Staff-Assisted Core Services.

Credential - Nationally recognized degree or certificate, or State/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalents, post-secondary degrees and certificates, state and locally recognized skill standards, and licensure or industry-recognized certificates. It includes all State Education Agency recognized credentials. In addition, the Commonwealth will work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. Credentials must be obtained either during participation or by the end of the third quarter after exit from services (e.g., when a testing date occurs subsequent to the end of services.) Methods for collecting data on credentials may include case management, follow-up services, telephone surveys, and record sharing or automated matching with administrative databases of certifying agencies. All data and methods must be documented.

Date of Dislocation - The last day of employment at the dislocation job. If there is no date of dislocation, i.e., when dislocated workers are registered before layoff, date of registration will be used instead.

Employed at Registration - An employed individual is one who, during the 7 consecutive days prior to registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. Employment status is based on information provided by the individual at point of registration and is not based on, or verified by, UI wage records.

Employed in Quarter After Exit Quarter - The individual is considered employed if UI wage records for the quarter after exit show earnings greater than zero. UI Wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Exclusions – Participants who exit from services because they are incarcerated, institutionalized, deceased, or have a health/medical condition that prevents them from participating in services, should be excluded from the performance measures for their appropriate funding stream as well as the customer satisfaction surveys.

Exit - Determined when either: 1) a participant has a date of case closure, completion or known exit from WIA Title I funded or WIA related partner-funded service within the quarter (hard exit), or 2) a participant does not receive any WIA Title I funded or WIA related partner-funded service for 90 days and is not scheduled for future services except follow-up services (soft exit). A participant with a planned gap of service is not to be considered as exiting from services.

Exit Date - The last date on which WIA Title I funded or partner-funded services were received by the individual, excluding follow-up services. For so-called “soft exits”, date of exit is the last day of actual services and not the date of the end of the 90 day period of inactivity.

Exit Quarter - Quarter in which the last date of service (except follow-up services) takes place.

High School Diploma or Equivalent - A GED or high school equivalency diploma recognized by the State. The date of attainment should be the date on the diploma or equivalency certificate. For the Younger Youth Diploma Attainment Rate, this date must be no later than the end of the first quarter after exit.

Intensive Services – Services provided to registered adults and dislocated workers that require more intensive levels of staff involvement with the customer. Usually provided in a case management context, examples of intensive services include: comprehensive and specialized assessments; diagnostic testing of skills, abilities and interests; full development of an individualized employment plan (EDP/ISS); individual and group counseling on employment, career planning, service strategy and personal/family issues; short-term pre-vocational services; work experience activities; and post-placement follow-up services. All individuals who receive Title I funded intensive services count towards performance measures.

Military Service – For the purposes of recording entry into employment, military service means reporting for active duty.

Not Employed At Registration - An individual who does not meet the definition of employed (see above). Employment status is based on information provided by the individual at point of registration and is not based on, or verified by, UI wage records.

Occupational Skills Goal - Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Older Youth – A youth is included in the Older Youth core measures if the youth is between the ages of 19 and 21 at date of registration, regardless of how old the individual is at exit.

Outcomes from Non-WIA Title I Partner Programs – To recognize shared contributions toward outcomes, once an individual is registered and has received WIA Title I services, local areas can claim credit for outcomes on core measures attained by participants who also receive non-WIA Title I funded services from partner programs. The non-WIA funded partner programs must be party to the local Memoranda of Understanding and there must be capacity to track such participants until exit from all WIA and non-WIA funded partner services.

Planned Gap in Service – A scheduled period of no participant activity with a duration of greater than 90 days due to a delay before the beginning of training or due to a health/medical condition that prevents an individual from participating in services. If there is a gap in service of more than 90 days for reasons other than those specified above, the participant must be reported as exited for the purposes of measurement.

Post-Program Earnings – Total earnings from all matched wage records in the second and third quarters following the quarter of exit. For example, if a participant exited during the January-March quarter, post-program earnings would be the sum of all earnings found in wage records (including from multiple employers) for the subsequent July-September and October-December quarters.

Post-Secondary Education - A program at an accredited degree-granting institution that leads to an academic degree (e.g. AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree. (See Advanced Training.)

Pre-Program Earnings – Total earnings from all matched wage records in the second and third quarters prior to the date of registration, or prior to the date of dislocation for dislocated workers if this date is before the date of registration. For example, if a participant was registered for Title I and enrolled in services in the October-December quarter, pre-program earnings would be the sum of all earnings found in wage records for the preceding April-June and January-March quarters. (Any individual whose registration date is so far back in time that accessing pre-program wage records is unfeasible should be excluded from the earnings measures, but should still be counted in all other applicable measures.)

Qualified Apprenticeship - A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (i.e., State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.

Registration for Title I – Registration/membership is the process of collecting eligibility information, equal opportunity demographics, and other required reporting information, including the determination and documentation of eligibility for Title I services. Registration/membership and eligibility determination must be completed before a youth may start to receive Title I services and activities. Adults and dislocated workers may receive informational and self-service activities with or without a completed Title I registration/membership and eligibility determination. Adults and dislocated workers must complete the registration/membership process and be determined eligible for Title I in order to receive staff-assisted additional core services (e.g., one-on-one job search and placement assistance), intensive services or training services. A youth is not a participant or program enrollment for performance reporting purposes until the receipt of their first service or activity following eligibility determination and assessment. A dislocated worker or adult is not a participant or program enrollment for performance reporting purposes until the first receipt of a reportable staff-assisted additional core, intensive or training service. While the WIA Interim Rule uses the term “registrant” in reference to performance measures, the terms “participant” and “program enrollment” have been used by USDOL in TEGL 7-99 to clarify that an eligible individual must receive a Title I funded staff-assisted additional core, intensive or training service to trigger the inclusion of the person in performance measures.

Response Rate - The percentage of people who have valid contact information who are contacted and respond to the questions on the customer satisfaction survey.

Sample - A group of cases selected from a population by a random process where everyone has an equal probability of being selected.

Self-Service and Informational Core Services – Core services that can be made available to all adults and dislocated workers with or without the completion of registration/membership and Title I eligibility determination, and which do not count towards the performance measures. Such services have little or no significant staff involvement in terms of resources or time, and/or are designed for the primary purpose of informing and educating individuals about the labor market, available services, and their employment strengths and weaknesses. Examples include: outreach, intake, and orientation to the One-Stop Career Center; determination of Title I eligibility; initial assessment of skills, aptitudes, abilities and service needs, which may result in the initial development of an employment plan; information on employment statistics, job vacancies, demand occupations, eligible training providers, supportive services, and unemployment compensation; assistance in the determination of eligibility for partner-funded programs; self-service activities such as resource room usage, internet browsing for job and training searches, automated talent banks and unassisted labor exchange referrals of resumes; and workshops of a primarily informational nature.

Skill Attainment – To measure skill attainment for the younger youth skills attainment measure, local programs must assess youth to determine whether that are in need of basic skills, work readiness skills, and /or occupational skills. This assessment will include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes and supporting service needs. From this assessment, skill attainment goals will be established. Determining whether the youth meets the skill attainment goals will require a pre-assessment and post-assessment of skill level. The use of standardized assessment procedures such as a standardized test or a performance-based assessment with a standardized scoring method is recommended. When such procedures are not available, the assessment techniques must be objective and unbiased, conform to widely accepted and clearly defined criteria, and be field tested for consistency and accuracy. All data and methods to determine skill attainment goals must be documented.

Staff-Assisted Additional Core Services – Core services with a significant level of staff involvement that, if supported by Title I funds, require the completion of the registration/membership process of adults and dislocated workers, including the determination of Title I eligibility, and which count towards the performance measures. Such services require extensive staff resources and time, and are designed to impart job seeking skills to customers. Examples include: staff assisted job search and placement assistance; initial career counseling; job referrals requiring staff involvement for testing and background checks; job development with employer on behalf of jobseeker; staff assisted job clubs; and workshops designed with significant one-on-one staff interaction with participants.

Supplemental Sources for Employment Measures – In addition to UI wage matching for determining employment and retention status, information from supplemental sources may be used. Certain types of employers and employees are excluded by Federal and/or State unemployment insurance laws. Uncovered employment includes Federal employment, postal service, military, self-employment, etc. In addition, the determination of out-of-state employment will require supplemental sources until national inter-state systems for sharing UI wage records are developed. Methods for collecting supplemental data on employment may include case management contacts, follow-up services, telephone surveys, employer verifications, pay stubs and other written documentation, and record sharing or automated matching with other administrative databases. Supplemental data must be recorded within 30 days after the individual was found missing in the wage records. All data and methods must be documented. Supplemental sources cannot be used for earnings-based measures.

Time Period of Measurement – Given the time delays inherent in the definition of the employment and retention measures, combined with the reporting time-lag associated with the use of UI wage record data, performance on core measures for any one program year will include results for exiters from the previous program year. For all adult, dislocated worker and older youth measures, as well as the younger youth retention measure, performance will be based on exiters from the last three quarters of the prior program year and the first quarter of the current year. For the other younger youth measures and the customer satisfaction measures, performance calculations will be based on the current four quarters of the program year.

Training Services - Include WIA funded and non-WIA funded partner training services. These services include: occupational skills training, including training for nontraditional employment; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy activities in combination with other training; and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Unemployment Insurance (UI) Wage Records – To the extent it is consistent with State law, the UI wage records will be the primary data source for tracking employment, retention, and earnings change and replacement for adult, dislocated worker and youth measures. If individuals are not found in the UI wage records, States may use supplemental data sources for employment and retention measures. The only data source, however, that can be used for the earnings measures is the UI wage records. (In Massachusetts, the agency responsible for the collection of employer wage records is the Department of Revenue.)

Valid Contact Information - Information that leads the interviewer or surveyor to the location where the contact individual is located, whether or not the individual responds and answers the customer satisfaction questions.

Work Readiness Skills Goal - Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

Younger Youth – A youth is included in the Younger Youth core measures if the youth is between the ages of 14 and 18 at date of registration, regardless of how old the youth is at exit.